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# A COURSE IN SOCIALIZED HIGH-SCHOOL CIVICS

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Feeling the need for a greater socialization of the work in civics, we have introduced into Riverside High School a civics course which seems to us better qualified to answer the modern demand. The aim of the course is to develop within the pupil a social sense or, as so well expressed by Professor Dewey, "to develop the power of observation, analysis, and inference with respect to what makes up a social situation and the agencies through which it is modified." We devote the senior year to the course. Surveys of the various governmental and social agencies are made by the pupils either individually or in class groups. These surveys are particularly valuable as a part of our laboratory work. Each pupil keeps a notebook and a scrapbook of newspaper and magazine clippings on the subjects pertaining to the work in hand. The bibliography accompanying the following outline is not intended as an exhaustive list of references but to be merely suggestive of what we are doing. The character of the list is influenced by the limitations of our school library.

## SEMESTER ONE

### A. NATIONAL GOVERNMENT

#### I. The need for government

1. Define government
2. What does the government do for us?
3. Show the necessity for the different departments of government

#### II. The constitution

1. What is a constitution?
2. Why do we have a constitution?
3. What was the origin of our constitution?

#### III. Consideration of federal government

1. The legislative department
  - a) The House of Representatives
    - (1) Composition and organization
    - (2) Legislative procedure

- b) The Senate
  - (1) Composition and organization
- c) Procedure in the House
  - (1) How is a bill introduced?
  - (2) Process of a bill through Congress
  - (3) Congressional customs
    - (Class organizes itself into a House for the consideration of bills)
- 2. Powers of Congress
  - a) Finance
    - (1) Constitutional provision
    - (2) Customs tariff
      - Principle of the protective tariff
      - The Tariff Commission
    - (3) Internal revenue
    - (4) Corporation and inheritance taxes
    - (5) Income tax
    - (6) Borrowing money
    - (7) Federal reserve banking system
      - National banks
      - Federal land banks
    - (8) Coinage of money
  - b) Commercial powers
    - (1) Constitutional provisions
    - (2) Navigation laws
    - (3) Government aid to shipping
      - Ship subsidy
      - Government ownership—shipping board
    - (4) Council of National Defense
      - Advisory commission and other subsidiary boards
    - (5) Food Administration
    - (6) Immigration
      - Regulation
    - (7) Interstate commerce
    - (8) Other commerce laws
      - Pure Food Law
      - Anti-trust laws
      - Trade commission
      - Embargo
      - Trading with the enemy
    - (9) Theory of government by commission
  - c) Naturalization
    - (1) Status of the family
    - (2) Connection with the immigration system
  - d) Prohibitions upon Congress

3. The executive
  - a) Nomination—convention, presidential primary
  - b) Election
    - (1) Change in methods
    - (2) Election by the House
    - (3) Study of the election machinery
  - Political parties
  - c) Tenure of office
  - d) Qualifications of president
  - e) Presidential succession
  - f) Powers and duties of the president
  - g) Influence of the president
  - h) Study of the Civil Service Reform
4. The Cabinet
  - a) Constitutional provision
  - b) Study of the modern cabinet
5. Judiciary
  - a) Constitutional provision
  - b) Supreme Court
    - (1) Organization
    - (2) Importance and influence
  - c) Other courts and officers
  - d) Jurisdiction
  - e) How may Supreme Court decisions be overruled?
6. The government of the territories
  - a) The constitution in the territories
7. Amendments
  - a) Bill of Rights
    - (1) Origin and circumstances of its adoption
  - b) Remaining amendments
8. Nature of the federal government
  - a) State vs. nationalistic view
  - b) Implied powers
    - (1) Constitutional basis
  - c) The unwritten constitution
    - (1) Influence of custom

## References:

- Ashley, R. L., *American Federal State*, pp. 525-30.  
Beard, *American Citizenship*, pp. 3-8; 79-94.  
———, *Readings in Government and Politics*.  
Bryce, *American Commonwealth*, I, 32-37; 70-77; 142-53.  
Cary, *Primer of the Civil Service and the Merit System*.  
*Congressional Record*.  
Hart, *Formation of the Union*, pp. 120-35.  
James and Sanford, *Government in State and Nation*, Part II.

McLaughlin, *Confederation and the Constitution*, pp. 236-52.  
 McLaughlin and Hart, *Cyclopedia of American Government*.  
*National Service Handbook*, Committee on Public Information.  
 Reinsch, *Readings in American Federal Government*.  
 Rules of the National House of Representatives.  
*Statistical Abstract*, United States Government.  
*Wisconsin Blue Book*.  
*World Almanac*.

## B. MUNICIPAL GOVERNMENT

- I. Enormous growth of cities in the nineteenth century
  1. Causes for this growth
  2. New conditions developed by this growth
- II. City government is complicated
  1. General plan of city governments in the United States
    - a) Source of the city's power—the state  
How is state's power delegated?
  2. European city governments—a comparison
  3. Other forms of city government
    - a) Commission government
    - b) Commission-manager government
    - c) Variations of these forms
- III. How have municipal governments worked in this country?
  1. Forces opposing good government
  2. Municipal problems
    - a) Public utility problem
    - b) Municipal ownership
- IV. Reform movements
  1. Municipal leagues
    - a) Voters' League of Milwaukee
    - b) City Club of Milwaukee
  2. Short Ballot League
  3. National Voters' League
  4. Civil Service Reform League

## References:

Beard, *American Citizenship*, pp. 242-70.  
 ———, *American City Government*, pp. 31-51.  
 ———, *Readings in American Government and Politics*.  
 Bryce, James, *American Commonwealth*, I, chaps. I, li, lii.  
 Charters and publications of the commission and commission-manager cities.  
 Fiske, John, *Civil Government of the United States*, pp. 104-10.  
 Howe, F. C., *The Modern City and Its Problems*, pp. 67-85.

James and Sanford, *Government in State and Nation*, chap. xxvi.

*Story of the Short Ballot Cities*, Publication of the Short Ballot Organization.

Woodruff, C. R., *Merit System in Municipalities*.

Zueblin, *American Municipal Progress*, pp. 87-94.

V. Study of Milwaukee city government

1. The city's history
  - a) The physiographic features
  - b) The rivalry of the three original settlements
  - c) Incorporation and combination
2. Population
  - a) Nationalities
  - b) Occupations
3. Government
  - a) Origin of the present charter
  - b) Study of the executive, legislative, and judicial departments
  - c) Administrative departments
  - d) Social welfare work of the city
    - (1) Health department  
Divisions of education, child welfare, tuberculosis, sanitation, etc.
    - (2) Sanitation  
Water supply, street cleaning, ash and garbage collection and disposal, the sewer system
    - (3) Police department
    - (4) Fire department
    - (5) Education—school administration  
Industrial education, continuation schools, social centers, playgrounds
4. General discussion of Milwaukee government
  - a) Agencies for improvement
    - (1) Bureau of Municipal Research
    - (2) Citizens' Bureau of Municipal Research
    - (3) City Club
    - (4) Local civic societies
    - (5) Voters' League
  - b) City problems
    - (1) Street lighting
    - (2) City planning  
Closing of the river
    - (3) Civil Service Reform
  - c) Individual investigations by pupils of various activities of the government  
Original drawings by pupils on planning of city

## References:

- Charter of the city of Milwaukee.  
*Civil Service in Milwaukee*, City Club Pamphlet.  
 "City Planning in Milwaukee," Dr. Werner Hegemann, Bulletin of City Club.  
 Constitution of Wisconsin.  
 Current articles in the *American City* and other magazines.  
 Manual of the Milwaukee Common Council.  
*Preliminary Survey of Milwaukee*, New York Bureau of Municipal Research.  
*Proceedings of the Common Council*.  
 Publications of the City Club, Voters' League, City Planning Commission, Sewerage Commission, City Service Commission.  
 Report of the Engineers' Society of Milwaukee, Final Report on Milwaukee River Investigation.  
 Reports of the various departments of the city government.  
 Statutes of Wisconsin.  
 The Government of Milwaukee, mimeographed descriptive sheets prepared by the department.  
 Taft, W. H., "Washington" (City Planning), *National Geographic Magazine*, March, 1915.

## C. LOCAL GOVERNMENT

## I. The township

1. Origin of the township in America
2. Western modification
3. Composition and government of a Wisconsin township

## II. The county

1. Origin of the American county
2. Composition and government of a Wisconsin county
3. Milwaukee county—area and population
  - a) Study of legislative, executive, and judicial departments
  - b) Problem of administration
    - (1) The county institutions
  - c) Other problems of the county
    - (1) The short ballot
    - (2) The civil service

## References:

- Beard, *American Citizenship*, pp. 271-86.  
 ———, *Readings in American Government and Politics*.  
 Bryce, *American Commonwealth*, I, chaps. xlviii, xlix.  
*Civil Service in Milwaukee County*, Bulletin of City Club.  
 Clelland, "A Court That Prevents Criminals," *World's Work*, June, 1915.  
 Constitution of Wisconsin.

Hart, *Formation of the Union*, pp. 11-13.

James and Sanford, *Government in State and Nation*, chap. i.

"Merging of City and County Governments," Bulletin of City Club.

Pamphlets of City Club, Civil Service Commission, County Board of Administration, Board of Supervisors.

Statutes of Wisconsin.

The Government of Milwaukee County, mimeographed sheets prepared by the history department.

#### D. STATE GOVERNMENT

##### I. Origin of the state constitutions

1. Study of colonial governments
2. Influences determining the type
3. How are constitutions made?
4. Analysis of the constitutions

##### II. Study of constitutions

##### 1. The legislature

- a) Historical development
- b) Modern tendencies
- c) Restrictions upon legislature
- d) Procedure in the legislature
- e) Scope of state law
- f) Is uniformity of state law desirable?

##### 2. The executive

- a) Power of the governor
- (1) Present tendency

##### 3. Judicial department

- a) Organization of the courts
- b) Relation of courts to one another
- c) Tenure of office
- d) Appointment vs. election of judges

##### 4. Discussion of the working of state government

- a) The short ballot in the state
- b) Government by commission
- c) The Wisconsin idea

#### References:

Ashley, *American Federal State*, pp. 422-37.

Beard, *American Citizenship*, pp. 121-28.

———, *Readings in American Government and Politics*.

Bryce, *American Commonwealth*, chaps. xxxiv, xxxix, xlv, xlv.

Fiske, *Critical Period*, pp. 230-305.

Hart, *Formation of the Union*.

James and Sanford, *Government in State and Nation*, chap. xxiii.

Larned, *History for Ready Reference*.



McLaughlin and Hart, *Cyclopedia of American Government*.

Reinsch, *Readings in American Federal Government*.

*Statesman's Yearbook*.

### III. Wisconsin government

1. General survey of the constitution
  - a) Analyze according to plan laid down by James and Sanford
  - b) Legislative department
    - (1) Composition
    - (2) Organization and procedure
  - c) Executive
    - (1) Governor
 

Legislative, executive, and judicial power
    - (2) Lieutenant-governor
    - (3) Other elective officers
 

Secretary of state, treasurer, attorney-general, superintendent of public instruction
    - (4) Administrative officers
 

The commissions and their theory
  - d) The judiciary
2. Taxation in Wisconsin
  - a) Theoretical study of taxation
  - b) Taxation of public utilities
  - c) Income tax
  - d) Inheritance tax
  - e) Local taxation
  - f) Federal taxes

### References:

Beard, *Readings in American Government and Politics*.

Bullock, *Readings in Public Finance*, pp. 630-41.

Howe, *Wisconsin, an Experiment in Democracy*.

McCarthy, *The Wisconsin Idea*.

*Preliminary Survey of Milwaukee*, New York Bureau.

Reports of Wisconsin Board of Control, Board of Regents, and other commissions and boards.

Statutes of Wisconsin.

*Wisconsin Blue Book*.

Wisconsin Constitution.

Wisconsin Tax System, mimeographed sheets prepared by the department.

### SEMESTER TWO

#### A. CONSERVATION

##### I. Conservation of the natural resources

1. How have they been dissipated?
2. What measures of conservation have been proposed?
3. What has been accomplished?

## II. Conservation of plant life

1. What has been the characteristic of American farming?
2. Why is this becoming a problem?
3. What measures of conservation have been suggested?
4. What is our responsibility?
5. Backyard-garden movement
6. Conservation of foods

## III. Conservation of animal life

1. Importance in the problem of food supply
2. Causes for depletion
3. Conservation measures

## IV. Conservation of human life

1. What is the importance of a human life?
2. Why should we as a class be interested in the life of a workman whom we know not?
3. Why is community health "a civic obligation"?
4. What is being done locally and nationally in this field?
5. Special study of sanitation in Milwaukee
6. The "safety first" movement
7. Industrial diseases
8. Infant mortality

## References:

- Allen, *Civics and Health*, pp. 3-44; 283-328.  
 Beard, *Readings in American Government and Politics*.  
 Bogart, *Economic History of the United States*, pp. 1-15; 523-37.  
 Brigham, *Geographical Influences on American History*.  
 Burkitt, *Cotton*, p. 175.  
 Commons, *Trade Unionism and Labor Problems*, pp. 435-53.  
 Doudlinger, *The Book of Wheat*, pp. 148-87.  
 James and Sanford, *Government in State and Nation*, pp. 284-85; 85-87.  
*Lessons in Community and National Life*, U.S. Bulletin.  
 Mathews, "High School and the Tussock Moth," *American City*, October, 1917.  
 Merrill, *Industrial Geography of Wisconsin*, pp. 82-91.  
*National Service Hand Book*, United States Government, pp. 63-86.  
 Nelson, "Rat Pest," *National Geographical Magazine*, July, 1917.  
 Publications of the United States Department of Agriculture.  
 Proceedings of the Governors' Conference, 1908.  
 Reinsch, *Readings in American Government and Politics*.  
 Reports of the Wisconsin Industrial Commission.  
 Spargo, *Common Sense of the Milk Problem*, pp. 120-50.  
*Statistical Abstract*, United States Government.  
 Towne, *Social Problems*, chaps. i, xv, xvi, xvii.  
 Van Hise, *Conservation of the Natural Resources*.  
*Wisconsin Blue Book*, pp. 2-33.

## B. THE FAMILY

- I. The importance of the family
  1. Heredity and its influence
  2. Environment
- II. The ideals of the family
- III. Influences which affect the stability of the family
  1. New economic conditions
  2. Different social standards
  3. Marriage and divorce problem
    - a) Suggested remedies

## References:

- Allen, *Civics and Health*, pp. 203, 335.  
 Beard, *American Citizenship*, chap. iii.  
 Ellwood, *Sociology and Modern Social Problems*, pp. 135-67.  
*Encyclopaedia Britannica*, art. "Heredity."  
 Jewett, *The Next Generation*, pp. 7-80.  
*Statistical Abstract*, United States Government.  
*World Almanac*.

## C. THE UNFORTUNATE

- I. Poverty and pauperism
  1. Definitions
  2. Causes
  3. The liquor problem
  4. Remedies

## References:

- Beard, *American Citizenship*, pp. 228-32.  
 Ellwood, *Sociology and Modern Social Problems*, pp. 283-309.  
*Encyclopedia Britannica*, art. "Housing."  
 Hunter, *Poverty*, chaps. i, ii, iii, iv.  
*International Encyclopedia*, art. "Housing."  
 Report Immigration Commissioner, "Living Conditions in Milwaukee."  
 Reports by pupils on city, county, and state institutions which administer to the poor.  
 Reports Milwaukee Board of Health.  
 Riis, "In the Slums," *American History of Contemporaries*, IV, 654.  
 Towne, *Social Problems*, chaps. xiii, xiv.
- II. Mental defectives
    1. Feeble-minded
      - a) The backward child
      - b) Classes of feeble-minded
      - c) Education and care
    2. The insane
      - a) Prevention and treatment

## References:

James and Sanford, *Government in State and Nation*, pp. 72-73.

Jewett, *The Next Generation*, chap. xxv.

Reports of city, county, and state institutions for the care of mental defectives.

Towne, *Social Problems*, chap. x.

## III. The criminal

1. Definition of crime

2. Classification of criminals

3. Cost of crime

4. Modern attitude toward the criminal

5. Prevention of crime

6. The reformation of the criminal

a) Probation, indeterminate sentence, cumulative sentence, parole, pardon

7. Prison labor

8. The juvenile offender and his treatment

## References:

Beard, *American Citizenship*, pp. 222-25; 248-51.

James and Sanford, *Government in State and Nation*, chap. viii.

McLaughlin and Hart, *Cyclopedia of Government*.

Reports of the Wisconsin Board of Control.

*Survey* and other magazines on care and treatment of criminals.

Towne, *Social Problems*, chap. xi.

## D. THE LABOR PROBLEM

## I. Population

1. Causes of increase

2. Distribution

3. Race and nationality

4. The negro problem

## II. Immigration

1. Causes and effects

2. Regulation and distribution

## III. Child labor

1. Causes and resulting evils

2. Regulation and prevention

## IV. Woman labor

1. Female vs. male

2. Effect of this competition

3. Remedial measures proposed

## V. Labor organizations

1. History of the movement

2. Unions
  - a) Classes
  - b) Influence
    - (1) Social, economic, political
3. Closed shop vs. open shop
4. Collective bargaining
5. Strikes
6. Arbitration
- VI. Labor legislation
  1. Safety and comfort of employees
  2. Wages; minimum wage laws
    - a) Sweat shops
  3. Hours of labor
  4. Courts, injunctions, etc.
  5. Industrial education
  6. Labor bureaus
  7. Employers' liability and workingmen's compensation
  8. Insurance
    - a) Unemployment
    - b) Health
    - c) Life
  9. Pensions

## References:

- American Labor Legislation Review*, "Unemployment," June, November, 1916.
- Antin, Mary, *The Promised Land*.
- Beard, *American Citizenship*, pp. 10-19; 195-97.
- Bogart, *Economic History of the United States*, pp. 472-505.
- Bullock, *Selected Readings in Economics*, pp. 589-612.
- Commons, *Trade Unionism and the Labor Problem*, p. 546.
- Ellwood, *Sociology and the Modern Social Problems*, pp. 197-229.
- Howe, "Turned Back," *Survey*, May 6, 1916.
- Hunter, *Poverty*, pp. 261-317.
- James and Sanford, *Government in State and Nation*, chap. xi.
- Lessons in Community Life*, No. 4, p. 11; U.S. Bureau of Education.
- Marshall, Wright, and Field, *Materials for the Study of Economics*, pp. 709-15; 144-46.
- "Our Foreign Born Citizens," *National Geographic Magazine*, February, 1917.
- Reinsch, *Readings on American Federal Government*.
- Report of Bureau of Labor and Industrial Statistics, Wisconsin, 1911-12, Newsboys of Milwaukee.
- Riggs, "Italy, the Gifted Mother of Civilization," *National Geographic Magazine*, October, 1916.
- Towne, *Social Problems*, chaps. ii, iii, iv, v, vi, vii, viii.
- Wood, "A Strikeless State," *Saturday Evening Post*, March 18, 1916.

Do the pupils respond to the second semester's work? The result is most gratifying indeed. It has opened virgin fields of thought for these young people that we hope will be productive of good results and be of lasting influence. It is moral instruction of a most practical type. The classes are interested and appear to appreciate the value of the work. When the class resolves itself into a civic club with a pupil in the chair for the discussion of some vital topic, it is sometimes difficult to secure an adjournment. Let me quote from comments and suggestions upon our classwork which the pupils have written and handed to the teacher from time to time. Nearly all of the students taking the work avow that it is the most interesting study that they have taken in the high school. Says one: "We get into a rut by living our own lives and not showing an interest in the social evils which surround us. If civics were made compulsory, we would not have the conditions in Milwaukee which Mr. X (a social worker) told us about." Another: "I feel that I learn something every day that helps me to understand those who are less fortunate than I. It gives me a broader sense of life and the responsibilities that we have. I feel that something ought to be done by everyone to help these conditions." And still another: "It has made me think. The majority of the good derived from this study is to come from within us, not from books." This boy of his own accord exactly expressed our aim: "The good derived must come from within." It is not our object to have the boys and girls store away a mass of facts but to establish for themselves a viewpoint from which they will get a vision, healthy and wholesome, of their responsibility and duty to society.

NOTE.—Good bibliographies on social questions may be found in Ellwood, *Sociology and the Modern Social Problems*, and in Towne, *Social Problems*. An excellent discussion on the teaching of community civics will be found in Bulletin, No. 28, 1916, United States Bureau of Education. A further bibliography may be found in the *Circular of Information*, No. 5, Massachusetts Board of Education.